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ABSTRACT

This study examined New York City public high school students' views and experiences on issues ranging from academics to safety to social services. Two-thirds believed their schools had either stayed the same or worsened over time, while one-third believed they had improved. Two-thirds were confident they would graduate. Students were fairly satisfied with skills they were taught. One-quarter felt they did not have enough access to computers at school, and 40 percent felt there was inadequate access to current books and other materials. Students gave their schools lower marks on how they helped them handle personal growth and school life. Students felt their schools' greatest strengths were the teachers and the training in academic skills and materials. They noted relative weakness in the ability to provide a safe, disciplined, and orderly learning environment. There were widely varying perspectives among students who expected to follow different post-high school paths, with the school system treating college-bound students in a considerably better manner than other students. School size made a significant difference in how students perceived their education. Three appendices present an annotated questionnaire, definitions of cross tab variables, and sample characteristics compared to New York high school population figures. (SM)

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BELDEN RUSSONELLO & STEWART

RESEARCH AND COMMUNICATIONS

New York City's Public High School Students Review their Schools' Performance

Report of a Survey of 1001 Students

Conducted for
The Citizens' Committee for Children of New York

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Introduction and Methods

The pressures facing urban public school students today are enormous - from the demands of high stakes testing, to the challenges presented to low income students who must pursue an education while earning money to support their families. New York City is home to a wide variety of students from scores of different backgrounds and aspirations.

While policy makers, school officials and teachers' unions continue to debate urban education issues, students do not have a place at the table. Rarely have researchers or policy makers asked students themselves about what is going on in their schools. What do the students think about life in the contemporary New York City public high school? How do they rate the quality of education? How well do they believe their schools are doing in meeting their needs? How can their schools better serve them?

Citizens' Committee for Children of New York (CCC) commissioned Belden Russonello & Stewart (BRS) to carry out a survey of students in public high schools in the five boroughs of New York City, to get an up-to-date reading on their experiences and opinions. This study of 1,001 New York City public high school students, conducted by in-person interviews, examined students' views and experiences from academics to safety to social services.

Overview

This survey of 1,001 high school students in New York City demonstrates that students see the quality of life in their public schools as stagnant or getting worse, and succeeding more with instruction than with providing adequate access to materials they need to succeed in school, or fostering a climate that encourages academic success.

- Two-thirds believe the schools they have attended have either stayed the same or worsened in the last five years, while a third says they have improved.

- Two-thirds are also confident that they will definitely graduate.

- Students are fairly satisfied with the skills they have been taught, although student responses indicate a need for some improvement in this area.

- One-quarter of students say that they do not have enough access to computers in their schools, and over 40 percent of students rated access to up-to-date books and materials as passable or poor in their classrooms.

- Students give their New York schools lower marks on the way the schools help them deal with their personal growth and their school life. They also are less satisfied with the physical condition, safety and social climate of their schools than they are with the teaching or instructional side of the equation.

Instruction and student support

Specifically, the areas of most strength for the schools, according to the high school students in this survey, are the teachers and the training in academic skills and material.

The survey demonstrates that most students view their teachers as attentive and caring.

- They rate the schools highly on providing teachers who offer extra help and give feedback on schoolwork.

- Most say their teachers keep track of attendance and students.

- Four in 10 students say they would turn to teachers for help with tough schoolwork first, more than to any other individual source.

Students also believe their schools are performing satisfactorily in the following areas:

- Providing the counseling and information needed for college and work.

- Teaching them the skills they will need to pass the Regents exams and graduate from high school.

Student responses also indicate room for improvement in this area, as significant numbers are uncertain they will graduate, and smaller numbers do not feel their education has prepared them for the required Regents examinations. Even more

alarming, student perceptions of their preparation for life after high school declined as they approached their graduation date.

The students believe their schools are less successful at providing a setting conducive to growth and learning, as expressed in terms of providing:

- Access to up-to-date books and other materials.
- Access to computers. Indeed, although computers are central to learning today, a third of the New York City students who responded to this survey indicated that they do not use one at school, and a quarter do not use one at home.
- Safety, discipline and order in the school environment.
- Sound physical conditions in school buildings.
- Class sizes that permit students to get the attention they need from teachers.
- Help with personal needs such as abusive families, drugs, alcohol and emotional problems, and birth control.
- A sense of community and belonging.

Safety and order at school

As noted above, students report that an area of relative weakness of New York City public high schools is their ability to provide a safe, disciplined and orderly environment for learning.

- While over half say they feel safe at school, a quarter say their level of personal safety at school is "just passable" and 15% say it is poor.
- A third report that frequently or even every day, they witness:
  - Drug dealing near or at school
  - A student getting injured or being threatened by another student
  - Fights between gangs
- Forty-four percent say students of different races "just tolerate" each other and nine percent say they do not get along.

- Nearly half say the level of discipline and order is "just passable" (30%) or "poor" (15%).

College-bound and non-college-bound students: A tale of starkly different educational experiences

There are widely varying perspectives among students who expect to follow different post-high school paths (such as college, work, or military). The study paints a disconcerting picture of a public school system that treats and provides for students in starkly different ways. Student responses suggest that the system offers college-bound young people both academic challenges and sound learning conditions, while leaving students that plan to work full-time or enter the military behind.

- A disillusioned 17% of the New Yorkers now in high school say they have a 50% chance or less of graduating, and an additional 16% are uncertain they will graduate. Only two-thirds of those now in high school are confident they will graduate.

The students who believe they are going on to college and those who see full-time employment or military service as the next phase of their lives describe their school experiences very differently from each other.

- Those who intend to go to college full-time, without a job, have the most positive experiences up and down the spectrum – from attending safe and orderly high schools of their choice, to being in classes small enough to get the attention they need and to enjoying good relationships with teachers.

- Those who are planning to go straight to work or join the military without college are the most pessimistic and appear to be having the worst experiences all around.

    - They are less likely to be in the high school of their choice.
    - They are more likely to feel classes are too big.
    - They are far less optimistic that they will graduate and to feel well prepared for the Regents.
    - They are less likely to feel safe at school.
    - They are less prone to believe their teachers are caring, or available to give feedback and extra help.

School size and student perspectives

The size of the high school also makes a great deal of difference in how the students perceive their education.

- Those in smaller schools of less than 2,000 students are more likely to believe they have caring teachers who give them feedback and pay attention to whether they are in class.

- They also are more likely to say their classes are small enough to afford them needed attention and that the expectations that educators have for them are neither too high nor too low.

- The few weak spots for the students in smaller schools appear to be related to facilities. They are less likely to use computers at school, and more likely to say that the physical conditions are lacking than are their counterparts in larger schools.

- Students in big schools with enrollment over 3,000 are at the opposite end of the spectrum on all these issues, and are less likely to find satisfaction with class size, teaching, and attention they receive.

New York City public schools serve an enormous and extraordinarily diverse population. Race, ethnicity, and geography all come into play at some level in the assessment that high school students make of their schools. However, the survey suggests that in New York City schools, the most revealing way to evaluate what the students' needs are is to look at their answers through the lens of what they intend to do after high school. This perspective may help identify the areas of most need, so that a focus can be put on maximizing the opportunities and climate for success of all students regardless of their plans and goals.

Methodology

The questionnaire for this project was developed by BRS in consultation with CCC and Douglas Gould & Co. An annotated questionnaire containing survey results appears as Appendix A. The universe for the survey was all students in grades nine to 12 in public high schools in the five boroughs: Brooklyn, the Bronx, Manhattan, Queens, and Staten Island. The sample of 1,001 students was obtained by means of intercepting the young people in public places outside of their schools. BRS oversaw a team of experienced, fully trained interviewers attached to J&R Field Services. We developed detailed field instructions and all

the interviewers for the project participated in a training session attended by a BRS research analyst. Quotas were maintained so that approximately 200 interviews were taken in each of the five boroughs, and that they were distributed appropriately by age, race/ethnicity, and gender.

After interviewing, completed questionnaires were validated by J&R as well as by BRS, and data cleaning, entry, tabulation and analysis were performed by BRS staff in their Washington, D.C. offices. The results have been weighted so that the geographic and demographic distribution of the interviews mirrors the actual public school population in New York City and within each of the five boroughs. (See Appendix C.)

The following narrative description of the findings uses cross tabulations that are for the large part self-explanatory. The cross tab categories are listed and defined in Appendix B.

Survey Findings

A. Overview

The survey of New York City high school students conducted in the five boroughs demonstrates that students perceive the teaching quality in the schools as a strength, but the climate for learning as the weakness.

While some students have positive educational experiences, concerns remain about the 30 percent of students who are not doing so well and do not look forward to their futures with optimism.

Qualities of New York public high schools

When asked to rate a series of programs at their schools, students rate teachers as number one among the positive components. As the table on the following page demonstrates, they give the best ratings in terms of how their schools perform to their interactions with teachers and to teacher performance.

- Seven in ten (72%) say their schools do an excellent or good job of making available teachers who offer extra help.

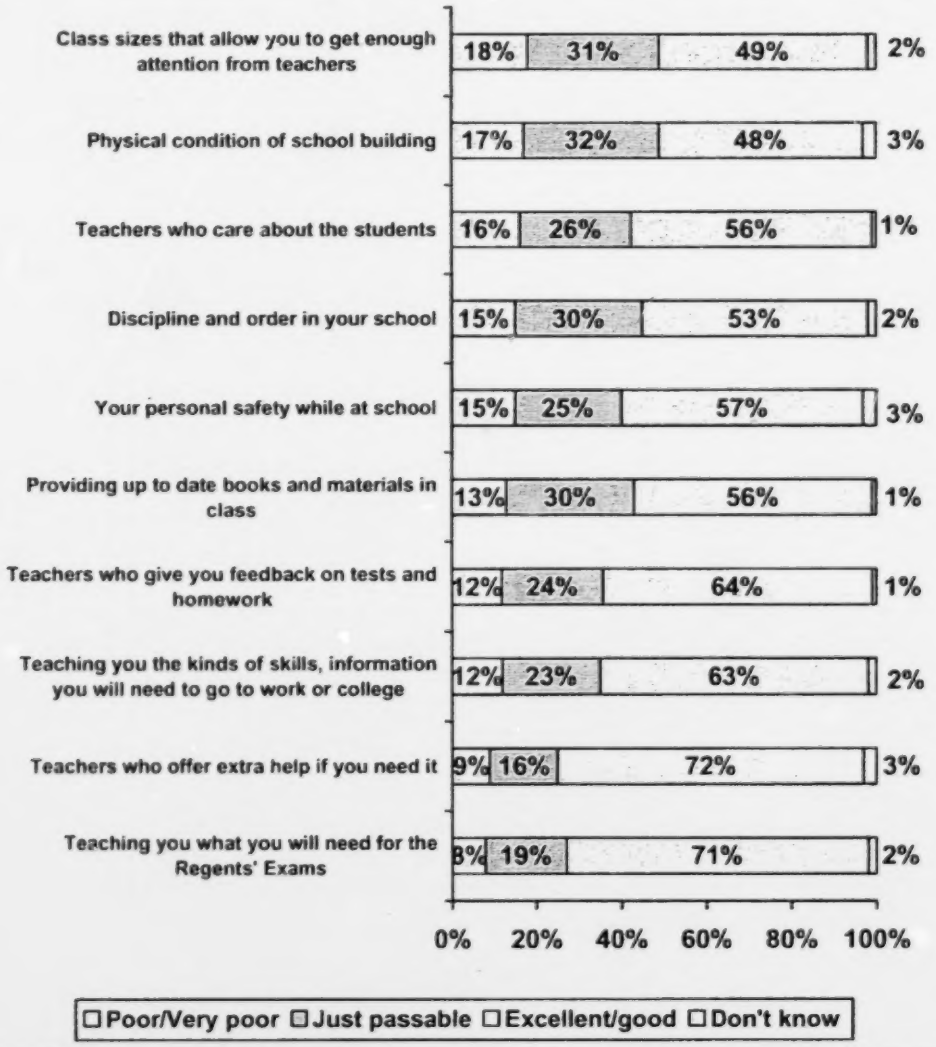
- Large majorities rate the schools as excellent or good on providing teachers who give them feedback on tests and homework (64%) and who simply care about the students (56%).

- Most students (71%) believe the schools are doing an excellent or good job at teaching what is needed to pass the Regents Exams.

The areas of less satisfaction on the other hand have largely to do with the atmosphere and conditions under which students are expected to learn. Only 49% give their schools excellent or good marks for having classes that are small enough to allow them to get the attention they need. Half, or nearly half, give

weak marks to the physical condition of the school buildings, the sense of community and belonging, and order and discipline.

Rating Aspects of High School



Q10-20. I'd like you to rate each of the following aspects of your school as excellent, good, just passable, poor, or very poor:

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Programs and services

When asked about the adequacy of school programs and services, we find a similar pattern in which academic life appears more adequately served than many social and personal needs.

- For example, roughly half of the students (49%) believe they have more than enough homework, more than enough help if they are falling behind in class (47%), and more than enough challenging courses (45%).

When the questions move outside the academic realm and into school environment issues and help with personal problems, the percent saying they have a lot or somewhat more than required drops, and the percent who say there is too little begins to rise.

- This rise is the case with social and health needs, including access to contraception (21%), help with emotional problems or substance abuse (20%), and abusive adults at home (21%).

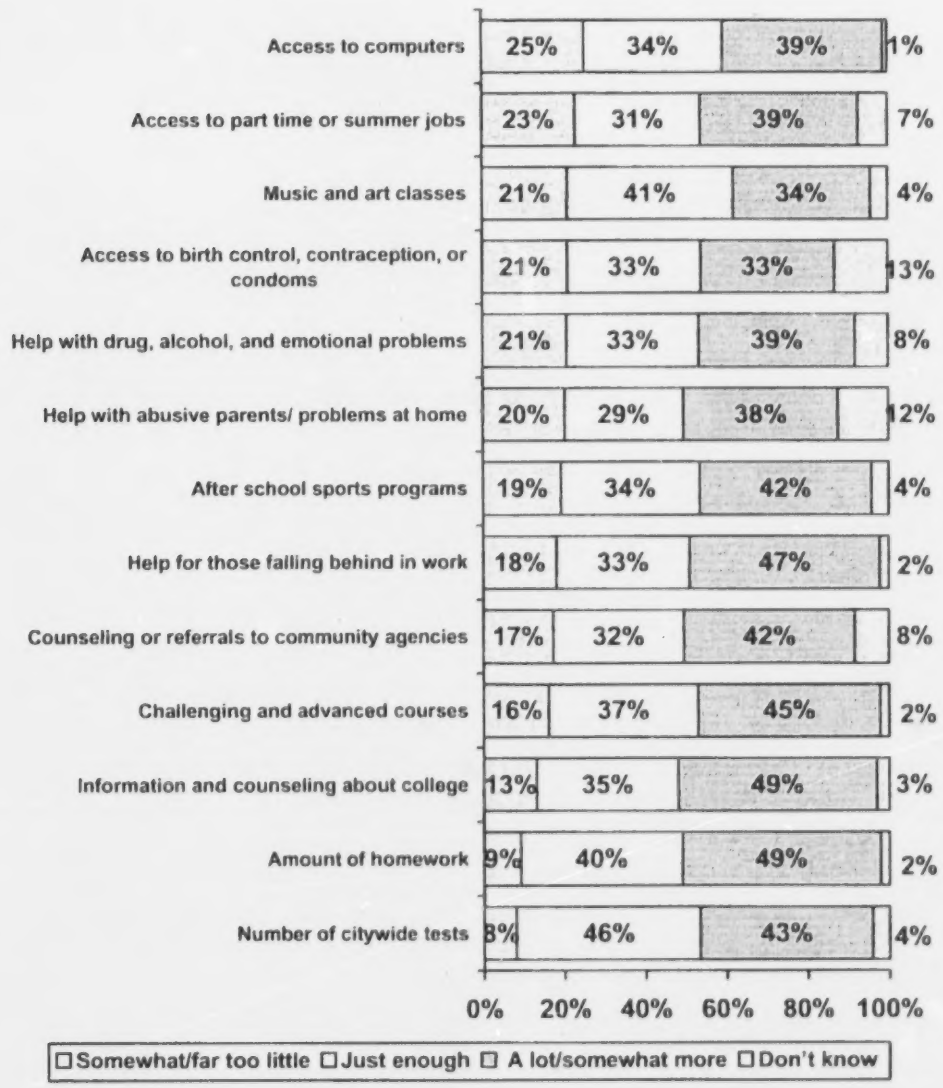
- When asked about part-time and summer employment (a need for many outside of school but related to their well-being), nearly a quarter (23%) say there are too few jobs available.

- Existence of music and art classes also gets weaker marks with two in ten (21%) calling them inadequate, and the same goes for after school sports.

- 25% say they have too little access to computers.

In sum, New York City public high schools appear to students to be focused on, and successful in, the academic program. However, many other factors influence a young person's success in school and beyond, and sizable numbers tell us they may lack a little income in the summer, access to a computer, help dealing with personal and family issues, a better sense of security, and exposure to athletics and the arts. The most striking predictors of high school students' experience in the NYC public schools were their plans for the future and the size of the school they attended. (Each of the aspects of schools and programs and services are dealt with in more detail in subsequent chapters of this report.)

Access to Services and Programs at School



Q21-33. Please tell me if you have enough of each of the following programs and services at your school. Starting with access to computers, would you say there is a lot more than needed, somewhat more than needed, just enough to meet the need, somewhat too little, or far too little _____ ?

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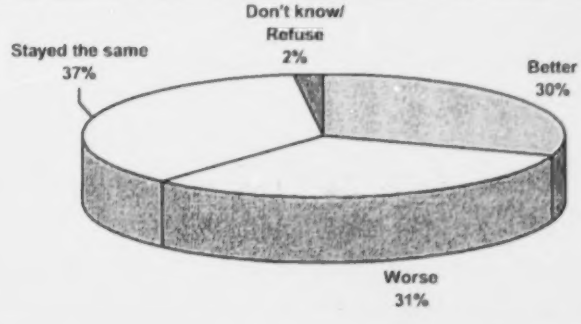
B. Climate

An overall atmosphere conducive to high levels of achievement and success appears to be present for only about half of New York City high school students, according to the survey.

1. Desirability of one's school: Public high school students in New York are unenthusiastic about the overall direction of their schools. Less than a third (30%) of these students report their schools have improved in the last five years, with the remainder saying they have stayed the same (37%) or deteriorated (31%).

Changes in Quality of Public Schools in Five Years



Q6. Do you think pubic schools you have attended have gotten better, gotten worse, or have stayed about the same over the last five years?

Staten Islanders are the least impressed with improvement; only 21% say their schools have gotten better. On the other hand, 36% of Bronx students say their schools are better than they were a few years ago.

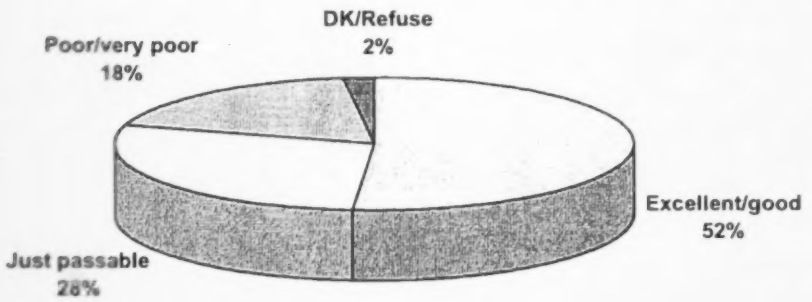
Changes in Quality of Public Schools in Five Years

Q6. Do you think public schools you have attended have gotten better, gotten worse, or stayed about the same over the last five years?

	Better	Worse	About the same	DK/Ref.
All Students	**30%**	**31**	**36**	**2**
Bronx	36%	21	40	2
Brooklyn	35%	31	34	1
Manhattan	30%	31	37	2
Queens	27%	34	37	2
Staten Island	21%	38	33	8

The New York students also have a mixed view of the social climate in their schools. While about half (52%) say there is a positive sense of belonging and community among students at their schools, the other half rate the schools as just passable (28%) or poor (18%) in this regard.

Sense of Community

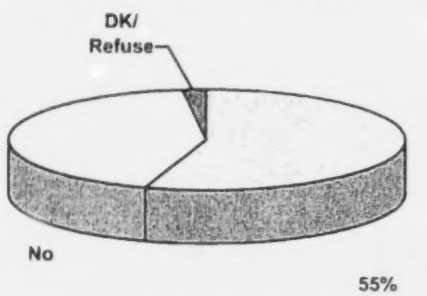


Q15. **A sense of community and belonging among the students:** I'd like you to rate the following aspects of your school as excellent, good, just passable, poor, or very poor.

Furthermore, better than four in ten (43%) high school students in New York City say they are *not* attending the high school of their choice; just over half (55%) are in the school they most preferred. In particular, nearly six in ten (58%) students in the Bronx were unable to obtain the placement they preferred.

By contrast, those most likely to have gotten into their preferred school include special education students (68%), white students (66%), those in the large schools with over 3,000 enrolled (62%), and full-time college-bound students (60%).

Preferred High School Choice



Q7. Are you going to the high school that was your first choice?

Preferred High School Choice

Q7. Are you going to the high school that was your first choice?

	Yes	No	DK/Ref.
All Students	**55%**	**43**	1
Black	52%	46	2
Hispanic	53%	45	2
White	66%	32	2
Bronx	42%	58	--
Brooklyn	54%	43	2
Manhattan	53%	46	1
Queens	61%	37	2
Staten Island	60%	38	2
<2000 students in school	50%	49	1
2000-3000 students	55%	44	1
>3000 students	62%	36	3
Job/Military	51%	46	2
College and job	54%	45	1
College	60%	39	1
Special ed	68%	30	2
Not special ed	54%	44	1

2. Order, safety and harmony:
at school, the students' experiences vary widely. While a slight majority (53%) say the discipline and order at their schools are excellent or good, the other half

(30%) call the order and discipline just passable and three in 20 (15%) call them poor. Those who are least satisfied with the order in their schools ar
(48% say excellent/good), older students (51%), non- -bound students
-AP) classes (49%).

Q10. **The discipline and order in your school:** I'd like you to rate each of the following aspects of your school as excellent, good, just passable, poor, or very poor.

	Excellent/Good	Just Passable	Poor/Very poor	Don't Know/Ref.
All Students	**53%**	**30**	**15**	**2**
Black	57%	29	13	1
Hispanic	48%	31	18	3
White	62%	24	14	--
13-14 year olds	64%	24	11	--
15-16	51%	32	16	2
17+	50%	29	19	2
Job/Military	48%	32	16	3
College and job	53%	33	14	--
College	60%	23	16	2
Taking AP courses	64%	23	12	1
Not taking AP	49%	33	17	2

Similarly, while more than half (57%) say they feel safe at school, a quarter calls safety at school just passable (25%) and 15% say it is poor. As on many other issues covered in this survey, those students who intend to go to work full-time or join the military after high school have a more negative experience in their schools. Only half (50%) of this group feels safety is excellent or good at their schools.

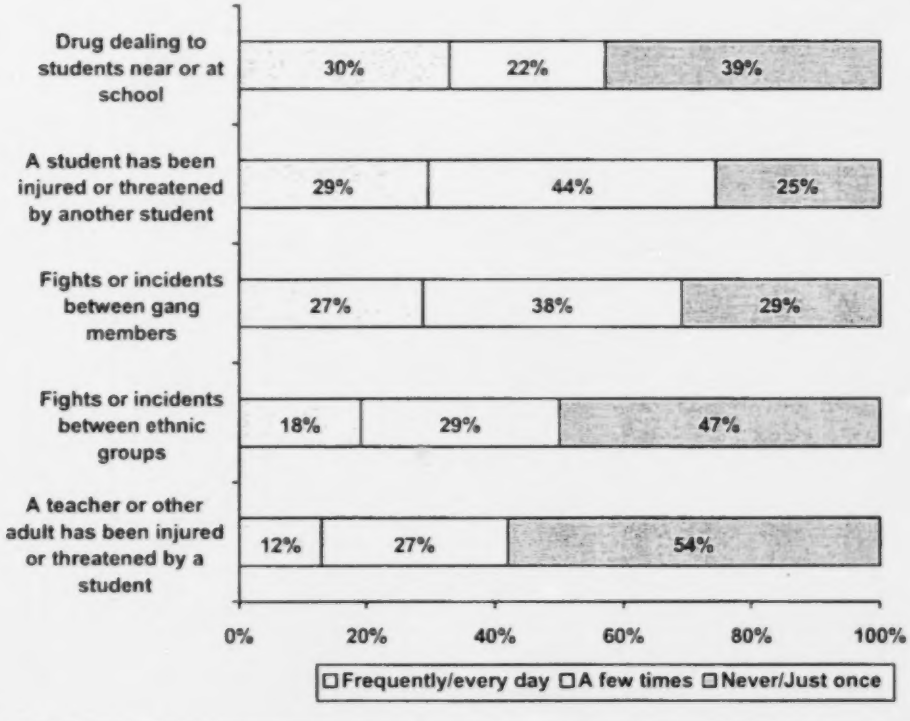
Sense of Safety

Q16. **Your personal safety while you are at school:** I'd like you to rate each of the following aspects of your school as excellent, good, just passable, poor, or very poor.

	Excellent/Good	Just Passable	Poor/Very poor	Don't Know/Ref.
All students	57%	25	15	3
Job/Military	50%	25	20	4
College and job	56%	29	12	3
College	63%	20	14	3

Indeed, New York City high school students say many dangerous events occur frequently or even every day. Three in ten report frequent drug dealing near or in school (30%), fights or incidents involving gangs at school (27%), or students being injured or threatened (29%). Eighteen percent say there are fights or incidents between ethnic groups frequently or daily, and 12% say a teacher or other adult is injured or threatened by a student every day or frequently.

Dangerous Incidents



Q39-43. Since you started going to your current school, have each of these things happened in the school never, just once, a few times, frequently, or everyday?

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The following table reveals that students in large schools and whose post-high school plans include employment or military service feel they are most exposed to dangerous situations.

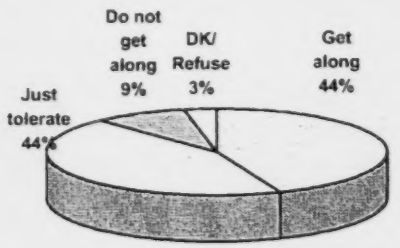
Dangerous Incidents that Happened Frequently or Everyday

Q39-43. Since you started going to your current school, have each of these things happened in the school never, just once, a few times, frequently, or everyday?

(% saying frequently or every day)	Drug dealing to students near or at school	Student injured/ threatened	Fights between gangs	Fights between ethnic groups	Teacher injured/ threatened
All Students	**30%**	**29%**	**27%**	**18%**	**12%**
<2000 students in school	21%	19%	20%	11%	7%
2000-3000	36%	30%	34%	21%	14%
>3000 students	34%	35%	28%	23%	15%
Job/Military	28%	35%	32%	22%	18%
College and job	32%	29%	27%	18%	11%
College	29%	22%	23%	15%	9%

Racial tolerance is another area of some dissatisfaction. While over four in ten (44%) say students of different races get along well with each other, equally as many say they just tolerate each other, and one in ten (9%) say they do *not* get along well together. Interestingly, opinions on this issue do not vary much from one type of student to the next. Views are relatively similar among different racial, geographic and other groups.

Race Relations



Q38. Would you say that students of different races in your school get along very well together, just tolerate each other, or do not get along well together?

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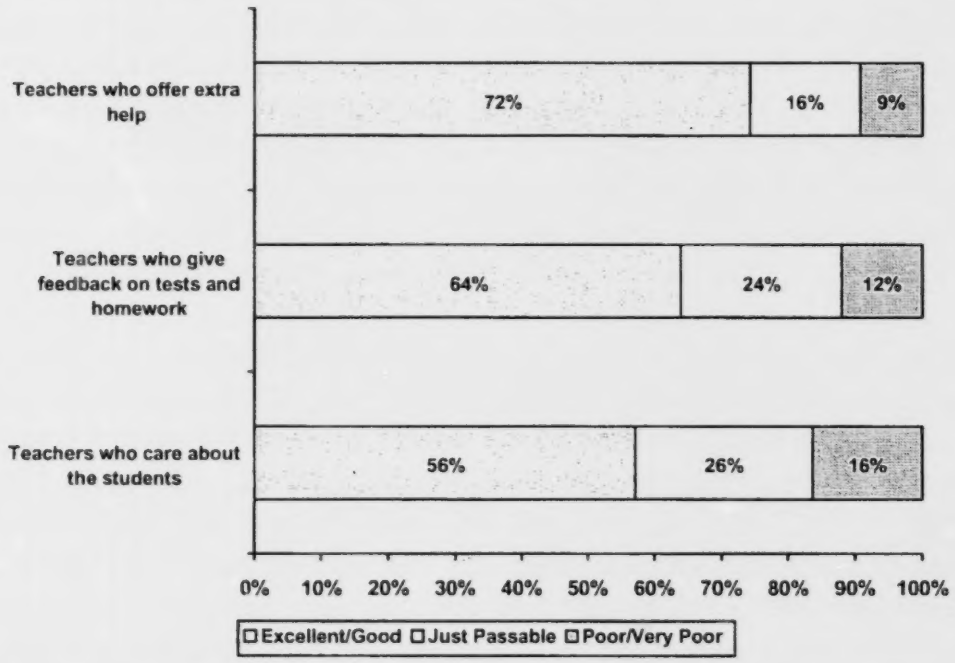
While the surrounding climate is uncomfortable for some, many school students report good academic experiences and relationships with

school a student attends.

Overall, most report that they have teachers w
(72% rate this as an excellent or good quality of their school) and feedback on

providing teachers who care about their students.

Teachers Who Help, Give



I'd like you to rate each of the following aspects of your school as excellent, good, just passable, poor, or very poor:

Q18. **Teachers who offer you extra help if you need it.**
Q19. **Teachers who give you feedback on tests and homework.**
Q20. **Teachers who care about the students.**

As the following tables illustrate, those students who are the most often appreciative of their teachers are those in smaller schools and attending schools in the Bronx, Brooklyn and Manhattan.

Students in smaller schools (65%) are more likely than students in larger schools (50%) to rate their schools as excellent or good at providing teachers who care.

The divide between students with different plans for the future is a trend that also reveals itself in students' interactions with teachers. In this example, the college-bound students feel they have caring and responsive teachers (65%) more often than those who expect to enter the workforce or join the military after high school (50%).

Teachers Who Care About the Students

Q20. **Teachers who care about the students:** I'd like you to rate each of the following aspects of your school as excellent, good, just passable, poor, or very poor.

	Excellent/Good	Just Passable	Poor/Very poor	DK/Ref.
All students	**56%**	**26**	**16**	**1**
Bronx	69%	19	12	--
Brooklyn	60%	22	16	1
Manhattan	65%	22	13	--
Queens	49%	33	17	2
Staten Island	46%	30	25	--
<2000 students in school	65%	23	12	--
2000-3000	54%	25	19	2
>3000 students	50%	31	17	2
Job/Military	50%	29	18	2
College and job	53%	33	14	--
College	65%	16	17	2

Race also makes some difference in the attitudes about teachers. The Black students are more likely than Whites to say their teachers are excellent or good in terms of offering extra help (75% to 62%) and providing feedback on tests and homework (69% to 58%). Female students are also more likely than males to be happy with the level of feedback that is available (69% to 59% excellent/good). This is one of the few questions on which gender differentiates.

Students in small schools are much more likely to rate teachers positively on whether or not they give feedback on tests and homework (72% excellent/good). A smaller number say their schools do an excellent or good job of providing

teachers who give feedback. 61% of students in large schools rate their schools as excellent or good on this quality.

Teachers Who Offer Extra Help

Q18. **Teachers who offer extra help if you need it:** I'd like you to rate each of the following aspects of your school as excellent, good, just passable, poor, or very poor.

	Excellent/Good	Just Passable	Poor/Very poor	DK/Ref.
All students	**72%**	**16**	**9**	**3**
Black	75%	14	8	3
Hispanic	75%	14	10	1
White	62%	19	13	5
Bronx	85%	10	6	–
Brooklyn	74%	12	12	1
Manhattan	69%	19	11	1
Queens	72%	15	6	7
Staten Island	59%	24	16	1
Job/Military	66%	18	15	1
College and job	76%	14	8	3
College	74%	14	6	5

Teachers Who Give Feedback on Tests and Homework

Q19. **Teachers who give you feedback on tests and homework:** I'd like you to rate each of the following aspects of your school as excellent, good, just passable, poor, or very poor.

	Excellent/Good	Just Passable	Poor/Very poor	DK/Ref.
All students	**64%**	**24**	**12**	**1**
Male	59%	25	15	1
Female	69%	22	8	1
Black	69%	22	8	1
Hispanic	61%	24	13	2
White	58%	25	16	–
Bronx	75%	15	8	1
Brooklyn	66%	19	13	1
Manhattan	71%	22	7	1
Queens	59%	28	12	1
Staten Island	52%	29	17	1
<2000 students in school	72%	20	8	1
2000-3000	59%	24	16	2
>3000 students	61%	26	12	1
Job/Military	54%	27	18	1
College and job	66%	23	10	–
College	72%	20	7	2

Forty-seven percent say there is more than enough help for students who are falling behind, while two in ten (18%) say there is not enough such help. Students in Manhattan are the most dissatisfied with help for students falling behind, with seven in ten saying there is just enough (47%) or too little (22%) help. Students in bilingual classes are also likely to say there is only just enough (41%) or too little (22%) help.

Help for Students Falling Behind

Q23. **Help for students falling behind in their work:** Tell me if you have enough of the following programs at your school. Would you say there is more than needed, somewhat more, just enough to meet the need, somewhat too little, or far too little?

	More than needed	Just Enough	Too little	DK/Ref.
All students	**47%**	**33**	**18**	**2**
Black	52%	31	14	3
Hispanic	43%	33	21	3
White	41%	32	26	1
Bronx	45%	34	19	2
Brooklyn	53%	29	15	3
Manhattan	31%	47	22	–
Queens	49%	31	17	3
Staten Island	50%	25	22	3
Job/Military	45%	28	24	2
College and job	42%	36	21	1
College	54%	32	11	3
In bilingual classes	34%	41	22	2
Not in bilingual classes	48%	32	18	2

The division on the issue of the adequacy of help for those who are in need is echoed in the question of class size. Fewer than half of students polled (49%) rate their school as excellent or good on the question of whether their classes are small enough to allow them to get the attention they need. Those students, ages 15 and older, are the least content with class size (44%). College-bound students are more likely to be in smaller classes, and 53% of those surveyed said their classes were small enough to get enough attention from teachers. On the other hand, only 40% of those students who are going into the workforce or the military said their classes were small enough.

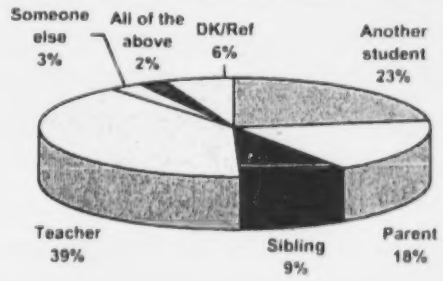
Class Size

Q11. **Class sizes that allow you to get enough attention from your teachers:** I'd like you to rate each of the following aspects of your school as excellent, good, just passable, poor, or very poor.

	Excellent/Good	Just Passable	Poor/Very poor	DK/Ref.
All Students	**49%**	**31**	**18**	**2**
13-14 year olds	60%	27	14	--
15-16	44%	35	19	2
17+	50%	24	23	3
<2000 students in school	55%	28	16	1
2000-3000	49%	31	18	2
>3000 students	43%	33	21	3
Job/Military	40%	33	22	5
College and job	51%	30	19	1
College	53%	30	15	1
Has job currently	42%	28	26	4
Does not have job	53%	31	15	1

Further evidence of the strength of the contribution of teachers is the preference for their help with difficult schoolwork. About four in ten students (39%) would choose to turn to teachers for help if they were having a hard time with school work, while a quarter (23%) would ask other students and a quarter (27%) would turn to family members for help. Students in the Bronx (51%) and Manhattan (58%), and those students who attend schools with less than 2,000 students (54%) are the most likely to seek help with difficult schoolwork from their teachers. Students from Staten Island are more likely to seek their parents' help (32%) than are others. Those in bilingual classes are least likely to seek out a teacher (28%).

Who Would Help with Hard School Work?



Q46. If you were having a hard time with your school work, who would you get the most help from: another student, a parent or other adult at home, your brother or sister, a teacher, or someone else?

Again, what these students plan to do after high school is a very reliable predictor of student behavior: only 26% of those who plan to work full-time after graduating from high school would ask a teacher for help, compared to 44% of those who plan to go to college and work, and 43% of those students who plan to go to college full-time. The job-bound students would rather get help from friends, with 31% saying they would ask another student for help.

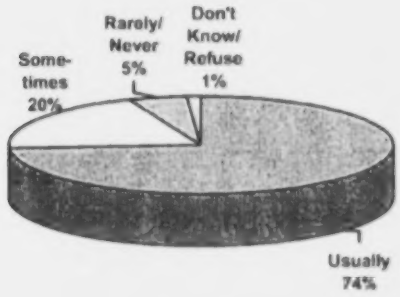
Whose Help Students Would Seek

Q46. If you were having a hard time with your school work, who would you get the most help from: another student, a parent or other adult at home, your brother or sister, a teacher, or someone else?

	Teacher	Student	Parent	Sibling
All students	**40%**	**23**	**18**	**9**
Black	41%	22	22	6
Hispanic	42%	27	11	11
White	30%	20	28	14
13-14 year olds	45%	18	15	10
15-16	38%	25	20	9
17+	39%	26	19	7
9th grade	40%	19	17	11
10th grade	41%	24	20	7
11th grade	38%	28	16	9
12th grade	38%	27	23	4
Bronx	51%	25	12	7
Brooklyn	38%	20	25	9
Manhattan	58%	18	7	2
Queens	31%	26	17	11
Staten Island	27%	28	32	11
<2000 students in school	54%	22	11	3
2000-3000	40%	19	23	13
>3000 students	28%	29	20	10
Job/Military	26%	31	19	13
College and job	44%	20	18	8
College	43%	22	20	6
Has job currently	29%	31	18	11
Does not have job	45%	20	19	8
Special ed	19%	29	27	13
Not special ed	41%	23	18	8
In bilingual classes	28%	31	26	9
Not in bilingual classes	42%	22	18	9

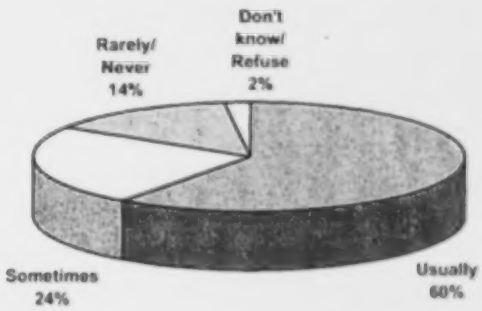
New York high school students believe their teachers are aware of their attendance at school. The majority (74%) say teachers usually keep track of attendance, and most say if they cut class their parents are usually notified (60%), although 14% say if they cut classes their parents or guardians are not notified.

Keeping Track of Attendance



Q44. At your school, do the teachers usually, sometimes, rarely, or never keep track of who attends their classes?

Cutting Class Results in Parent Contact



Q45. If you cut classes, does someone from the school call your parents or guardian usually, sometimes, rarely, or never?

And again, those students who expect to be out of academic life and into the working world after high school sense the least attention is being paid to them. Those students who plan to work full-time after graduation are much less likely to believe their teachers keep track of attendance (62%) than those who plan to attend college and work (81%), or those who plan to attend college full-time (76%).

Keeping Track of Attendance

Q44. At your school, do the teachers usually, sometimes, rarely, or never keep track of who attends their classes?

	Usually	Sometimes	Rarely/Never	DK/Ref.
All students	**74%**	**20**	5	1
Bronx	80%	17	3	--
Brooklyn	74%	18	7	1
Manhattan	87%	9	2	1
Queens	71%	23	5	1
Staten Island	61%	30	6	3
<2000 students in school	82%	13	4	1
2000-3000 students	69%	24	6	1
>3000 students	73%	21	5	1
Job/Military	62%	32	5	2
College and job	81%	15	4	--
College	76%	20	3	1

While 63% of Black students and 59% of Hispanics say someone from the school usually calls their parent or guardian when they cut class, only 49% of White students say this "usually" occurs. We also see a difference among the boroughs, with 75% of Manhattan students saying someone calls home when they cut class, compared to 47% of Staten Island students.

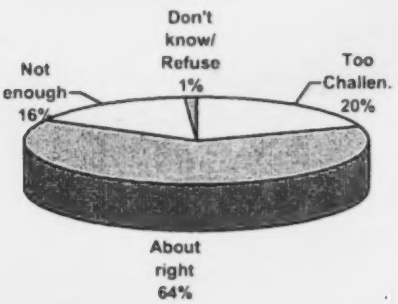
Cutting Class Results in Parent Contact

Q45. If you cut classes, does someone from the school call your parents or guardian usually, sometimes, rarely, or never?

	Usually	Sometimes	Rarely/Never	DK/Ref.
All students	**60%**	**24**	**14**	**2**
Black	63%	24	12	2
Hispanic	59%	24	16	1
White	49%	28	19	4
Bronx	65%	24	10	1
Brooklyn	56%	24	19	1
Manhattan	75%	15	7	2
Queens	58%	27	12	2
Staten Island	47%	25	23	4

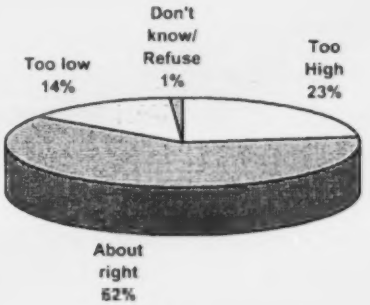
2. Academic expectations: Most of the New York City high school students say they find academic course work to be challenging, and that teachers have appropriate academic expectations. Sixty-two percent say expectations are "about right." Sixty-four percent overall feel their academic work is "about right" for them in terms of how challenging it is, and students in the largest schools (over 3,000 students) are more likely to feel demands are too much; fully 30% call them too high as opposed to only two in ten (19%) of those students in smaller schools.

Academic Challenge



Q35. Most of the time do you feel the academic work in high school is too challenging for you, about right, or not challenging enough?

Teachers' Demands and Expectations



Q34. Do you feel the demands and expectations by your teachers for what you can do personally in high school are too high, about right, or too low?

As the graphs show above, almost the same percentage of students believe the academic work is too challenging (20%) as of those who believe that it is not challenging enough (16%).

Also, borough matters. Students from Manhattan are the most likely to be satisfied, with 75% saying their teachers' expectations are about right, and 71% reporting that the academic work in their school is about right.

Teachers' Demands and Expectations

Q34. Do you feel the demands and expectations by your teachers for what you personally can do in school are too high, about right, or too low?

	Too high	About right	Too low	DK/Ref.
All students	**23%**	**62**	**14**	**1**
Bronx	21%	68	9	2
Brooklyn	21%	68	10	1
Manhattan	9%	75	15	1
Queens	31%	49	17	2
Staten Island	26%	59	14	2
<2000 students in school	19%	67	11	3
2000-3000	21%	59	19	1
>3000 students	30%	57	12	1
Job/Military	29%	52	17	2
College and job	22%	65	11	2
College	19%	66	14	1

Academic Challenge

Q35. Most of the time, do you feel the academic work in high school is too challenging for you, about right, or not challenging enough?

	Too challenging	About right	Not challenging enough	DK/Ref.
All students	**20%**	**64**	**16**	**1**
Bronx	18%	64	18	–
Brooklyn	20%	63	16	1
Manhattan	12%	71	17	–
Queens	27%	59	13	1
Staten Island	13%	69	16	1

Nearly half (49%) say there is too much homework, few (9%) say there is too little, and 40% say just enough. Manhattanites are the least likely to feel pressured by too much homework (31%).

Amount of Homework

Q24. **The amount of homework teachers assign :** Tell me if you have enough of the following programs at your school. Would you say there is more than needed, somewhat more, just enough to meet the need, somewhat too little, or far too little?

	More than needed	Just Enough	Too little	DK/Ref.
All students	**49%**	**40**	**9**	**2**
Bronx	53%	41	6	1
Brooklyn	54%	33	10	3
Manhattan	31%	61	7	1
Queens	54%	35	8	3
Staten Island	47%	35	16	1

Sixteen percent of New York students say there are not enough challenging and advanced courses, but most are satisfied with the level of the courses available. Two times as many of those students who are not expecting to go to college (21%) as college-bound students (11%) say they have too few challenging courses. Meanwhile, over half of the college-bound students (53%) say they have more than enough challenging courses. In addition, large numbers of students in special education classes feel there are more challenging courses than needed (63%), and Manhattanites are decidedly unlikely to believe the cup runneth over with challenge (28%).

Challenging and Advanced Courses

Q22. **Challenging and advanced courses:** Tell me if you have enough of the following programs at your school. Would you say there is more than needed, somewhat more, just enough to meet the need, somewhat too little, or far too little?

	More than needed	Just Enough	Too Little	DK/Ref.
All students	**45%**	**37**	**16**	**2**
Bronx	41%	39	20	1
Brooklyn	49%	37	11	3
Manhattan	28%	53	18	--
Queens	53%	28	16	3
Staten Island	47%	37	16	--
Job/Military	42%	36	21	2
College and job	42%	40	16	1
College	52%	34	11	2
Special ed	63%	23	14	--
Not special ed	44%	38	16	2

3. Well rounded experience: One's high school experience is seldom limited to academic pursuit. However, students in New York City public high schools give just adequate ratings to the level of sports and art programs offered.

Two in ten students (19%) say there are too few after school sports programs at school or in the community, and 34% say there are just enough.
On the issue of after school sports programs, Manhattan and Hispanic students are most likely to say they have too little (28% and 25% respectively).

After School Sports Programs

Q27. **After school sports programs at your school or in your community:** Tell me if you have enough of the following programs at your school. Would you say there is more than needed, somewhat more, just enough to meet the need, somewhat too little, or far too little?

	More than needed	Just Enough	Too little	DK/Ref.
All students	**42%**	**34**	**19**	**4**
Black	46%	31	19	3
Hispanic	36%	34	25	5
White	48%	38	12	2
Bronx	41%	37	18	4
Brooklyn	47%	33	14	6
Manhattan	25%	42	28	6
Queens	45%	31	20	4
Staten Island	51%	31	16	1

In the case of the arts and music, two in ten (20%) lament a lack of art and music offered in their schools, while more than a third (34%) say they have sufficient access to such course offerings. Twenty-five percent of students in smaller schools and 26% of freshmen indicated they have too little access to art and music classes. This stands in contrast to the perceptions of students in large schools and upper class students. In particular, a third of Bronx students (34%) say they have too few music and art classes. Also, six in ten (61%) students in special education classes say they have more than enough music and art classes, compared to only 33% of the other mainstream students.

Music and Art Classes

Q26. **Music and art classes:** Tell me if you have enough of the following programs at your school. Would you say there is more than needed, somewhat more, just enough to meet the need, somewhat too little, or far too little?

	More than needed	Just Enough	Too little	DK/Ref.
All students	**34%**	**41**	**20**	**4**
9th grade	31%	36	26	7
10th grade	37%	43	15	5
11th grade	36%	45	19	1
12th grade	38%	41	18	3
Bronx	26%	39	34	2
Brooklyn	45%	33	17	5
Manhattan	19%	61	15	5
Queens	35%	39	21	5
Staten Island	47%	35	15	3
<2000 students in school	28%	42	25	5
2000-3000	34%	42	18	5
>3000 students	39%	39	19	4
Special ed	61%	23	15	1
Not special ed	33%	42	21	5

4. Testing: An increased emphasis on high-stakes testing has sparked heated debate across the nation. New York City students are now required to pass the state Regents exams in order to receive a diploma. The great majority of the New York high school students in the poll report that their schools have taught them what they need to take the Regents Exams; 71% rate the schools as excellent or good on this. Indeed, a large number (43%) feel there is too much citywide testing like the Regents. Still, there remains room for improvement, as 29% of students feel unprepared for the Regents exams.

Most strikingly, over three-quarters (78%) of college-bound students report that their Regents exam preparation has been excellent or good, compared to just 61% of students planning to work full-time or enter the military after graduation.

Teaching What is Needed for the Regents Exams

Q17. **Teaching you what you will need for the Regents Exams:** I'd like you to rate each of the following aspects of your school as excellent, good, just passable, poor, or very poor.

	Excellent/ Good	Just Passable	Poor/Very poor	DK/Ref.
All students	**71%**	**19**	**8**	**2**
Black	77%	16	6	2
Hispanic	65%	21	11	3
White	66%	23	9	2
13-14 year olds	80%	12	7	1
15-16	67%	21	9	3
17+	71%	18	8	3
Bronx	79%	12	9	--
Brooklyn	74%	19	6	1
Manhattan	69%	24	6	1
Queens	71%	15	10	4
Staten Island	59%	28	11	3
Job/Military	61%	20	15	4
College and job	73%	21	7	--
College	78%	13	6	3
In bilingual classes	59%	26	12	3
Not in bilingual classes	72%	18	8	2

Large numbers of students report that too much testing takes places in the schools. More than four in ten (43%) say there are too many tests such as the Regents that they must take. Students who are college-bound exclusively are most likely to say they have more than needed citywide tests (48%), as compared to those who expect to work while attending college (41%) and those who are not going to go to college (40%). Nearly half of the students in grades 10, 11, and 12 say there are more than enough citywide tests (49%, 45%, and 48% respectively). Manhattan students are likely to be the most satisfied, with 70% saying there are just enough citywide tests, compared to a dissatisfied 52% of Queens students who say there are more than enough citywide tests.

Number of Citywide Tests

Q25. **The number of citywide tests like the Regents Exams that students have to take :** Tell me if you have enough of the following programs at your school. Would you say there is more than needed, somewhat more, just enough to meet the need, somewhat too little, or far too little?

	More than needed	Just Enough	Too little	DK/Ref.
All students	**43%**	**46**	**8**	**4**
9th grade	34%	52	9	5
10th grade	49%	42	6	3
11th grade	45%	45	8	2
12th grade	48%	42	6	4
Bronx	37%	58	3	2
Brooklyn	48%	44	5	4
Manhattan	22%	70	6	2
Queens	52%	35	8	6
Staten Island	43%	36	18	2
Job/Military	40%	43	11	6
College and job	41%	51	6	2
College	48%	42	7	4
Taking AP courses	51%	37	8	4
Not taking AP courses	39%	50	7	4

5. Sense of readiness for employment and college: Most of the students believe their schools are providing them with the kinds of skills and knowledge they will need in college or the job market. However, only two-thirds (67%) are confident they will graduate from high school, while a little less than two in ten say their chances of graduating are only 50% (13%) or less (4%).

Two-thirds (63%) overall say their schools are doing an excellent or good job at equipping them with the skills and information they will need after high school. Among the most satisfied with the skills and information they are learning are students in the Bronx (69%) and in Brooklyn (66%), compared to Staten Island, where only 56% say they are learning what they need to go to work or college.

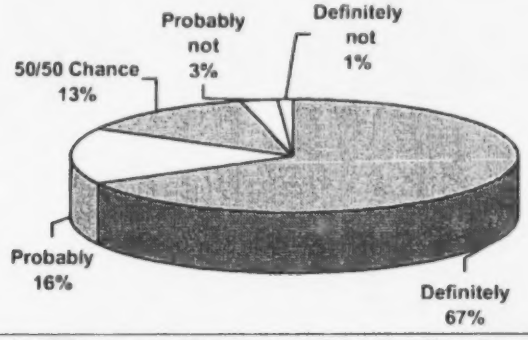
The Right Stuff

Q12. **Teaching you the kinds of skills and information you think you will need when you go to work or college:** I'd like you to rate each of the following aspects of your school as excellent, good, just passable, poor, or very poor.

	Excellent/Good	Just Passable	Poor/Very poor	DK/Ref.
All students	**63%**	**23**	**12**	**2**
Black	71%	23	7	–
Hispanic	59%	26	14	1
White	57%	19	19	5
9th grade	67%	18	11	5
10th grade	61%	26	12	1
11th grade	64%	25	11	–
12th grade	56%	26	16	3
Bronx	69%	24	7	–
Brooklyn	66%	24	10	1
Manhattan	63%	27	9	–
Queens	61%	19	14	6
Staten Island	56%	26	17	–
<2000 students in school	68%	23	8	2
2000-3000	60%	24	15	1
>3000 students	62%	20	13	4

Only 67% of New York City students predict they will definitely graduate from high school, 16% say they probably will, and 17% feel their chances are 50/50 or less. The most confident students are those who plan to go to college and have a job after high school (81%), experiencing even more confidence than their colleagues who plan to go to college full-time (69%), those going to schools with less than 2000 students (78%), and those students in AP courses (78%). But only 35% of students in special education classes, and 47% of those entering the workforce or the military, say they definitely will graduate from high school. A full quarter (26%) of the non-college-bound feel they have a 50/50 chance or less of getting a diploma.

Likelihood of Graduating



Q36. If you had to predict right now, would you say you definitely will graduate from high school, you probably will, you have about a 50-50 chance, you probably won't or you definitely will not graduate?

Likelihood of Graduating

Q36. If you had to predict right now, would you say you definitely will graduate from high school, you probably will, you have about a 50/50 chance, you probably won't, or you definitely will not graduate?

	Definitely will graduate	Probably will graduate	50/50 chance	Probably will not graduate	Definitely will not graduate	DK/Ref
All students	**67%**	**16**	**13**	**3**	**1**	**1**
Male	63%	15	15	3	2	1
Female	70%	16	10	2	--	1
Black	69%	15	12	2	1	1
Hispanic	66%	14	14	4	2	--
White	58%	19	18	3	1	1
<2000 students in school	78%	14	7	1	--	1
2000-3000	56%	19	17	6	1	1
>3000 students	67%	14	14	2	3	--
Job/Military	47%	27	19	3	3	1
College and job	81%	11	7	1	--	--
College	69%	14	12	3	1	1
Special ed	35%	39	20	1	3	2
Not special ed	69%	14	12	3	1	1
Taking AP	78%	11	8	1	1	1
Not taking AP	63%	17	14	4	1	1

6. **Resources and physical conditions:** School facilities may exist, but the students tell us many of them are sub par. While nearly all of the students report their schools have libraries and clinics, two in ten (17%) say the physical condition of the school they attend is poor and another three in ten (32%) call it just passable. They complain of lacking adequate books and materials in roughly equal numbers; about four in ten say these are just passable (30%) or poor (13%).

   Those most satisfied with their schools' physical condition are Brooklyn students, 60% of whom say their school's physical condition is excellent or good, and those in schools with 3,000 or more students (55% saying excellent or good). Unfortunately, half of the students in the Bronx say their school's physical condition is just passable (31%) or poor (23%), and even worse in Manhattan, a full three-quarters of the students say the physical condition of their school is just passable (39%) or poor (37%).

Physical Condition of the School

Q14. **The physical condition of the school:** I'd like you to rate each of the following aspects of your school as excellent, good, just passable, poor, or very poor.

	Excellent/ Good	Just Passable	Poor/ Very poor	DK/Ref.
All students	**48%**	**32**	**17**	**3**
Bronx	45%	31	23	1
Brooklyn	60%	29	10	2
Manhattan	23%	39	37	1
Queens	53%	33	7	6
Staten Island	50%	25	23	3
<2000 students in school	35%	35	29	2
2000-3000	49%	35	14	2
>3000 students	55%	27	13	5

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A little over half (56%) of students citywide feel they have up-to-date books and materials in their classrooms, but this, too, varies from place to place. The Bronx is the most satisfied borough at 60%, compared to just 47% of Staten Island students who feel their school is doing an excellent or good job at providing up-to-date books and materials. Staten Islanders are more likely to say their materials are just passable (31%) or poor (19%), as are 52% of students who are currently working, who say their classroom materials are just passable (37%) or poor (15%).

Up-to-date Books and Materials

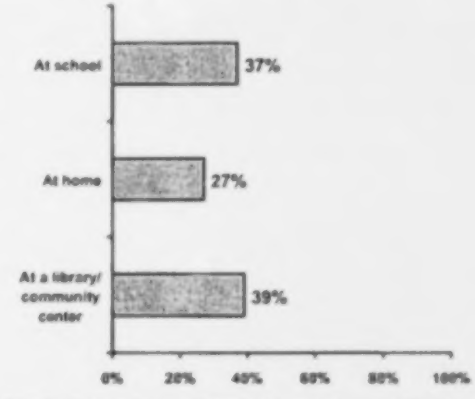
Q13. **Providing up-to-date books and materials in your classes:** I'd like you to rate each of the following aspects of your school as excellent, good, just passable, poor, or very poor.

	Excellent/Good	Just Passable	Poor/Very poor	DK/Ref.
All students	**56%**	**30**	**13**	**1**
Bronx	60%	24	15	1
Brooklyn	62%	25	13	--
Manhattan	53%	34	12	1
Queens	57%	32	10	1
Staten Island	47%	31	19	3
Has job currently	47%	37	15	1
Does not have job	60%	26	12	1

Computers are central to learning today, yet more than a third (37%) of the New York City students surveyed do not use one at school, and more than a quarter (27%) do not use one at home.

Lack of computers in school is most pronounced in Queens (50% do not use one at school) and Staten Island (43% do not), yet only 14% of Manhattan students report not using them at school. Also, the smaller schools (enrollment less than 2,000) appear to offer more access to computers; 80% of their students report using them in school, and 20% not.

Lack of computer access
% saying "do not use"



Q50. Do you use a computer at school?
Q51. Do you use a computer at home?
Q52. Do you use one at a library or community center?

Computer Use at School

Q50. Do you use a computer at school?

	Yes	No	DK/Refuse
All students	**63%**	**37**	**1**
Bronx	68%	31	--
Brooklyn	66%	34	--
Manhattan	86%	14	--
Queens	49%	50	--
Staten Island	55%	43	2
<2000 students in school	80%	20	--
2000-3000	57%	43	--
>3000 students	53%	46	1

At home, access to computers also varies. Seven in ten (71%) students use a computer at home, but 27% do not. Black students are less likely (70%) than white students (79%) to use one at home. Demographically, those using them at home the least are males (31%), Blacks (29%), and Hispanics (32%). Also, more non-AP students (30%), and freshmen (35%) often report a lack of home access.

Computer Use at Home

Q51. Do you use a computer at home?

	Yes	No	DK/Refuse
All students	**71%**	**27**	**2**
Male	68%	31	1
Female	75%	23	2
Black	70%	29	2
Hispanic	67%	32	--
White	79%	14	7
9th grade	63%	35	3
10th grade	75%	23	2
11th grade	75%	24	1
12th grade	82%	18	1
Taking AP courses	81%	18	1
Not taking AP courses	68%	30	2

Access to computers at school is one of the larger areas of complaint we find in the survey: a quarter says there is too little access to computers at their school. Among the most satisfied with their access to computers are students from Staten Island (50% say they have more than enough access), and students in special education classes (54%). Most of the other boroughs feel more neglected, with only about a third of each saying they have more than enough access to computers. Students not receiving free lunch are more likely to complain of too little access to computers than are other students (27%).

Access to Computers

Q21. **Access to computers :** Tell me if you have enough of the following programs at your school. Would you say there is more than needed, somewhat more, just enough to meet the need, somewhat too little, or far too little?

	More than needed	Just Enough	Too little	DK/Ref.
All students	**39%**	**34**	**25**	**1**
Bronx	35%	29	33	2
Brooklyn	38%	32	28	2
Manhattan	36%	35	28	1
Queens	38%	40	20	1
Staten Island	50%	28	21	--
Special ed	54%	29	16	1
Not special ed	38%	35	26	1
Receive free lunch	41%	33	24	2
Do not receive free lunch	36%	35	27	1

D. Life beyond the school yard

Many of the New York students surveyed have one foot out the door of the schoolhouse and into the workplace.

1. Already in the work world: More than a quarter (27%) of the students already have a job, and nearly half of seniors (49%) are employed. Over half of those who are employed (53%) work 20 hours or more per week.

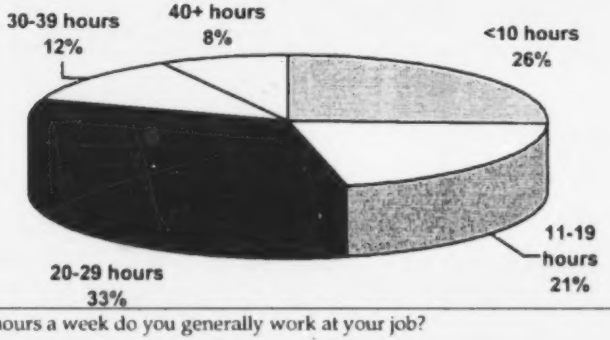
Already Working

Q56. Do you have a job now?

	Yes	No	DK/Ref.
All Students	**27%**	**70**	**2**
9th grade	20%	77	3
10th grade	21%	77	2
11th grade	35%	63	3
12th grade	49%	51	--
Job/Military	35%	64	1
College and job	25%	72	3
College	26%	72	3

Hours Worked

Base: 268 respondents who say they have a job



Q57. How many hours a week do you generally work at your job?

Perhaps more students would like to work. A quarter of the high school students asked (23%) say there is too little access in their communities to part-time or summer jobs. Lack of job opportunities is felt most in Manhattan, with 36% of those students saying there is too little access to part-time and summer jobs. Students who receive free lunch are more likely to say they have more jobs available than needed (43%) than are other students (35%).

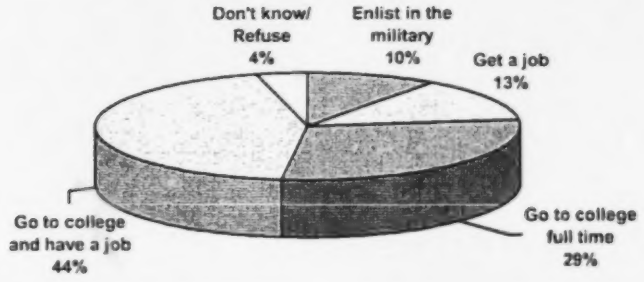
Part-time and Summer Jobs

Q33. **Access in your community to part-time or summer jobs for those who want or need to earn some extra money:** Tell me if you have enough of the following programs at your school. Would you say there is more than needed, somewhat more, just enough to meet the need, somewhat too little, or far too little?

	More than needed	Just Enough	Too little	DK/Ref.
All students	39%	31	23	7
Bronx	36%	33	18	13
Brooklyn	42%	27	23	7
Manhattan	27%	22	36	15
Queens	39%	39	18	3
Staten Island	51%	25	23	1
Receive free lunch	43%	29	21	9
Do not receive free lunch	35%	34	25	6

2. What comes next: Most New York City students polled (73%) believe they are college-bound, but most of these college-goers plan to work as well. Another quarter of the students are planning to get a job (13%), or go into the military (10%), without any college. Only three in ten (29%) of the high school students are planning to go to college full-time (without working). A majority of the young people expects to need to work right out of high school – and most will try to combine working with college.

Plans After High School



Q37. What are you planning to do after you finish high school: enlist in the military, get a job, go to college full-time, or go to college and have a job, or something else?

Not surprisingly, those students who take advanced placement or AP classes are more likely to plan to go to college full-time (40%). Others who are likely to fall into this category are: students from Brooklyn (36%) and female students (34%).

Most students plan to balance going to college and working. Hispanic students, (48%), Black students (45%), and students from the Bronx (55%) and Manhattan (50%) are more likely than others to go to college and have a job when they leave high school.

About a quarter of students plan to go directly into the workforce (13%), or join the military (10%). Students in special education classes are the most likely to plan to enlist in the military (30%).

Plans After High School

Q37. What are you planning to do after you finish high school: enlist in the military, get a job, go to college full-time, or got to college and have a job at the same time, or something else?

	Enlist in the military	Get a job	Go to college and have a job	Go to college full-time	DK/Ref
All students	**10%**	**13**	**44**	**29**	**4**
Male	13%	15	43	25	4
Female	6%	12	45	34	3
Black	8%	13	45	32	2
Hispanic	12%	14	48	21	4
White	10%	15	39	33	3
Bronx	3%	9	55	29	3
Brooklyn	11%	17	33	36	3
Manhattan	5%	16	50	28	1
Queens	11%	10	44	30	5
Staten Island	16%	20	39	21	5
Special ed	30%	17	30	20	3
Not special ed	8%	13	45	30	4
Taking AP classes	8%	9	40	40	3
Not taking AP	9%	15	46	26	4

3. College counseling: Half (49%) say there is more than enough information offered by their school about colleges and getting into college, and 13% say there is too little assistance with this need.

White students are the least satisfied with the information and counseling they receive about college, with more than half saying there is just enough (41%) or too little (16%) college counseling and information available. On the other hand, 57% of Black students say there is more than enough information about colleges in their schools, making them among the most satisfied in this area. In the boroughs, Brooklyn has the most satisfied students, with 60% reporting there is more than enough college counseling and information, compared to only 33% of Manhattan students who say there is a surfeit of this information available to them.

Counseling and Information about Colleges

Q29. **Information about colleges and counseling about getting into college:** Tell me if you have enough of the following programs at your school. Would you say there is more than needed, somewhat more, just enough to meet the need, somewhat too little, or far too little?

	More than needed	Just Enough	Too little	DK/Ref.
All students	**49%**	**35**	**13**	**3**
Black	57%	30	9	4
Hispanic	45%	36	15	3
White	41%	41	16	1
Bronx	46%	31	16	7
Brooklyn	60%	28	9	4
Manhattan	33%	56	8	3
Queens	49%	33	16	2
Staten Island	54%	29	16	1

E. Student services

Another area of concern for a significant minority of students is various social and health services. Two in ten (21%) lament too little access to contraception, counseling or referral to community agencies (17%), and too little help with drug, alcohol, emotional problems (20%), and abuse (21%). About three in ten say there is just enough of each of these types of assistance.

While many of the students think there is just enough (33%) or more than enough (33%) access to birth control and other forms of contraception, 21% say this is lacking. Residents of Staten Island (31%) and Queens (25%) are more likely than others to feel there is too little access to this service.

Access to Contraception

Q28. **Access to birth control, contraception, or condoms for those who want them :** Tell me if you have enough of the following programs at your school. Would you say there is more than needed, somewhat more, just enough to meet the need, somewhat too little, or far too little?

	More than needed	Just Enough	Too little	DK/Ref.
All students	**33%**	**33**	**21**	**13**
Bronx	24%	35	18	23
Brooklyn	36%	26	19	19
Manhattan	26%	52	9	13
Queens	37%	30	25	9
Staten Island	39%	23	31	6

Again, the majority of students think they have more than enough (42%) or just enough (32%) access to counseling and family assistance, but 17% sense a lack of this type of help. Two boroughs seem particularly satisfied, with students from Queens (51%) and Brooklyn (47%) saying they have more than enough access to student and family counseling and assistance, while others are less content.

Access to Student and Family Assistance

Q30. **Access to counseling or referrals to community agencies to assist students and families :** Tell me if you have enough of the following programs at your school. Would you say there is more than needed, somewhat more, just enough to meet the need, somewhat too little, or far too little?

	More than needed	Just Enough	Too little	DK/Ref.
All students	**42%**	**32**	**17**	**8**
Bronx	33%	30	19	18
Brooklyn	47%	34	12	7
Manhattan	26%	38	21	14
Queens	51%	29	17	3
Staten Island	43%	33	20	4

Similarly, 20% of the students citywide believe help with drug, alcohol, and emotional problems is inadequate. While half of Brooklyn students (50%) feel they have more than enough access to help with these issues, considerably fewer feel this way elsewhere. Staten Island and Queens residents are most likely to identify substance abuse and emotional problems as an area in which there is too little help (26% and 22%, respectively, saying they have too little access). Students who do not receive free lunch are more likely to say there is too little help in this area (23%) than those who receive free lunch.

Help with Drug, Alcohol, and Emotional Problems

Q31. **Help with drug, alcohol, or emotional problems among students:** Tell me if you have enough of the following programs at your school. Would you say there is more than needed, somewhat more, just enough to meet the need, somewhat too little, or far too little?

	More than needed	Just Enough	Too little	DK/Ref.
All students	**39%**	**33**	**20**	**8**
Bronx	31%	37	17	16
Brooklyn	50%	26	16	8
Manhattan	23%	50	17	11
Queens	42%	31	22	4
Staten Island	44%	26	26	4
Receive free lunch	43%	33	16	9
Do not receive free lunch	36%	34	23	7

Again, those who do not receive free lunch are more likely to say there is too little help with problems at home with abusive adults (22%). Also, Staten Islanders are more likely than others to say they have too little help with problems at home (26%).

Help with Problems at Home

Q32. **Help for students with parents or other adults who are abusive or other problems at home:** Tell me if you have enough of the following programs at your school. Would you say there is more than needed, somewhat more, just enough to meet the need, somewhat too little, or far too little?

	More than needed	Just Enough	Too little	DK/Ref.
All students	**38%**	**29**	**21**	**12**
13-14	32%	30	21	17
15-16	39%	30	19	12
17+	38%	27	26	8
Bronx	30%	31	19	19
Brooklyn	44%	20	19	18
Manhattan	28%	39	19	14
Queens	42%	31	20	8
Staten Island	39%	27	29	6
Receive free lunch	41%	28	19	10
Do not receive free lunch	33%	31	22	14

Appendix A:

Annotated questionnaire

Belden Russonello & Stewart

Annotated Questionnaire: Survey of 1,000 Public High School Students in New York City
For Citizens Committee for Children of New York
Data weighted by borough, grade level and students receiving free lunch
In-person intercept interviewing Jan. 10 - 26, 2001. N = 1001

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1. First, what grade are you in?

Ninth, freshman	37%
Tenth, sophomore	30
Eleventh, junior	19
Twelfth, senior	15

2a. Do you go to a New York City public high school?

Yes	100%
No (TERMINATE)	--
DK/REFUSED (TERMINATE)	--

3. How old are you?

_____

4. Are you African American or black, Latino or Hispanic, or white-non-Hispanic, Asian American, or something else? (RESPONDENT MAY PICK MORE THAN ONE CATEGORY) (IF OTHER, ASK: What is that?)

African American	39%
Hispanic	33
White	16
Asian American	7
Something else : (specify)	4
Black and Hispanic	1
Refused	*

---

5. Which borough do you live in?

Bronx	17
Brooklyn	24
Manhattan	11
Queens	35
Staten island	14
DK/Refused (TERMINATE)	--

6. Do you think the public schools you have attended have gotten better, gotten worse, or stayed about the same over the last five years?

Better	30%
Worse	31
Stayed the same	36
Don't Know/Refused	2

7. Are you going to the high school that was your first choice?

Yes	55%
No	43
Doesn't apply	1
Don't Know/Refused	*

8. Does your school have a library?

Yes	98%
No	2
Don't Know/Refused	*

9. Does your school have a nurse who is at your school or a clinic that is open, at least half the time?	Yes	92%
	No	4
	DON'T KNOW/REFUSED	4

Using Part A on this card (HAND STUDENT CARD), I'd like you to rate each of the following aspects of your school as excellent, good, just passable, poor, or very poor.

	Excellent	Good	Just Passable	Poor	Very Poor	DK/ REF
10. The discipline and order in your school	9%	45	30	12	3	2
11. Class sizes that allow you to get enough attention from your teachers	8%	41	31	14	4	2
12. Teaching you the kinds of skills and information you think you will need when you go to work or college	19%	44	23	9	3	2
13. Providing up-to-date books and materials in your classes	12%	44	30	10	3	1
14. The physical condition of the school building	11%	37	32	14	3	3
15. A sense of community and belonging among the students	11%	40	28	13	5	2
16. Your personal safety while you are at school	18%	39	25	10	4	3
17. Teaching you what you will need for the Regents Exams	24%	46	19	7	2	2
18. Teachers who offer extra help if you need it	31%	41	16	7	3	3
19. Teachers who give you feedback on tests & homework	21%	43	24	9	2	1
20. Teachers who care about the students	20%	36	26	12	4	1

Looking at Part B of the card, tell me if you have enough of each of the following programs and services *at your school*. Starting with your access to computers, would you say there is *a lot more* than needed, *somewhat more* than needed, *just enough to meet the need*, or *somewhat too little*, or *far too little* access to computers at your school?

	A Lot More	Smwt more	Just Enough	Smwt Too Little	Far Too Little	DK/ REF
21. Access to computers	18%	21	34	17	8	1
22. Challenging and advanced courses	14%	32	37	14	2	2
23. Help for students who are falling behind in their work	20%	27	33	14	4	2
24. The amount of homework teachers assign	23%	27	40	6	3	2
25. The number of citywide tests like the Regents Exams that students have to take (not tests individual teachers give)	16%	26	46	5	2	4
26. Music and art classes	15%	20	41	14	7	4
27. After school sports programs at school or in your community	22%	20	34	14	5	4
28. Access to birth control, contraception or condoms for those who want them	16%	17	33	11	10	13
29. Information about colleges and counseling about getting into college	23%	26	35	9	5	3
30. Access to counseling or referrals to community agencies to assist students and their families	19%	24	32	12	5	8
31. Help with drug, alcohol or emotional problems among students	19%	20	33	13	7	8
32. Help for students with parents or other adults who are abusive or other problems at home	17%	21	29	13	7	12
33. Access in your community to part-time or summer jobs for those who want or need to earn some money	19%	20	31	12	11	7

34. Do you feel the demands and expectations by your teachers - for what you can personally do in school are too high, about right, or too low?

Too high	23%
About right	62
Too low	14
DON'T KNOW/REF	1

35. Most of the time do you feel the academic work in high school is too challenging for you, about right, or not challenging enough?

Too challenging	20%
About right	64
Not challenging enough	16
DON'T KNOW/REF	1

36. If you had to predict right now, would you say you definitely will graduate from high school, you probably will, you have about a 50-50 chance, you probably won't, or definitely will not graduate?

Definitely graduate	67%
Probably will graduate	16
50/50 chance	13
Probably won't graduate	3
Definitely wont' graduate	1
DON'T KNOW/REF	1

37. What are you planning to do after you finish high school: enlist in the military, get a job, go to college full-time, or go to college and have a job at the same time, or something else? (IF SOMETHING ELSE: What is that?)

Enlist in the military	10%
Get a job	13
Go to college full-time	29
Go to college and have a job	44
Something else (SPECIFY)	*
DON'T KNOW/REF	4

38. Would you say that students of different races in your school get along *very* well together, just *tolerate* each other, or do *not* get along well together?

Get along very well	44%
Just tolerate each other	44
Do not get along well	9
DON'T KNOW/REF	3

Look at Part C of the card. Since you started going to your current school, have each of these things happened in the school never, just once, a few times, frequently, or everyday:

	Never	Just Once	A Few Times	Freq	Everyday	DK/ REF
39. A student has been injured or threatened by another student	11%	13	44	19	9	3
40. A teacher or other adult has been injured or threatened by a student	36%	18	27	7	5	7
41. Fights or incidents between gang members	18%	12	38	18	9	6
42. Fights or incidents between ethnic groups	31%	16	29	11	8	6
43. Drug dealing to students near your school or at school	30%	8	22	14	16	9

44. At your school, do the teachers usually, sometimes, rarely or never keep track of who attends their classes?

Usually	74%
Sometimes	20
Rarely or never	5
DON'T KNOW/REFUSED	1

45. If you cut classes, does someone from the school call your parents or guardian usually, sometimes, rarely or never?

Usually	60%
Sometimes	24
Rarely or never	14
DON'T KNOW/REFUSED	2

46. If you were having a hard time with your school work, who would you get the most help from: another student, a parent or other adult at home, your brother or sister, a teacher or someone else? (IF SOMEONE ELSE: Who is that?)	Another student ..... 23% A parent/other adult at home ..... 18 Brother or sister ..... 9 A teacher ..... 40 Someone else (SPECIFY) ..... 3 All of the above (vol) ..... 2 DON'T KNOW/REFUSED 6

	YES	NO	DK/REF
47. Are you in special education classes?	6%	93	1
48. Are you in bilingual classes because English isn't your first language?	9%	89	2
49. Are you taking AP or advanced placement level courses?	28%	70	2
50. Do you use a computer at school?	63%	37	1
51. Do you use a computer at home?	71%	27	2
52. Do you use one at a library or community center?	59%	39	2
53. Have you taken the Regents Exams yet?	52%	47	1
54. (Based on 539 students who have taken the Regents Exam) Have you passed both parts of it yet?	73%	16	10
55. Do you receive free or reduced price lunch at your school?	44%	53	2
56. Do you have a job now?	27%	70	2

57. IF RESPONDENT HAS JOB: How many hours a week do you generally work at your job?	<10 hours ..... 22% 11-19 ..... 18 20-29 ..... 29 30-39 ..... 10 40+ ..... 7 DK/No answer 14
Gender	Male ..... 51% Female 49
AGE	13 ..... * 14 ..... 22 15 ..... 27 16 ..... 27 17 ..... 17 18+ ..... 6 DK/REF 1
SCHOOL SIZE	<2000 ..... 28% 2000-3000 ..... 29 3000+ ..... 37 NO DATA AVAILABLE 4

Appendix B:

Definitions of cross tab variables

Definitions of cross tab variables

When looking at the tables in this report and computer-generated cross tabulations, most of the categories are self-explanatory. Others that benefit from explanation are these:

Race: includes the respondents' self-identification of their race or ethnicity in question 4. The *white* category is white non-Hispanics, *black* is non-Hispanic blacks or African-Americans, and *Hispanic* includes participants from all races who self-identify as Hispanic.

Borough: categorizes the respondents based on the borough in which they attend school as established in question 5.

School size: categorizes students by enrollment of their schools (*<2,000; 2,000–3,000; and 3,000+*) according to figures from June 1999. Students were asked to name the school they attend.

Planning: is based on question 37 of the survey that asked respondents what they plan to do after high school. Respondents who plan to join the military or get a job after high school exclusive of college are included in the *military/job* category; those who plan to join college full-time exclusive of working are in the *college* category; and those who say they will go to college as well as work are in the *college and job* category.

Receive Free: *Free lunch* consists of respondents who say in question 55 that they receive free or reduced price lunch at their schools, and *No free lunch* includes respondents who do not receive free or subsidized lunch at their schools.

Have Job: The survey question 56 asked respondents if they are currently working or not, and respondents are divided into those who are working (*Yes*) and those who are not (*No*).

In Special Ed.: Question 47 asked respondents if they were in special education classes, and this variable divide respondents into *Special ed class* and *not*.

In Bilingual Class: divides respondents who said they are in bilingual classes in question 48 (*bilingual class*) and those who are not (*not*).

Taking AP: Respondents who said they are taking AP or advanced placement courses in question 49 are in the *Taking AP classes*, and the others are in the *not* category.

Appendix C:

Sample Characteristics compared to New York high school population figures

Sample characteristics compared to New York high school population figures

	Unweighted number of interviews	Unweighted %	Weighted %	% in population
Total	1,001	100%	100%	100%
Bronx	201	20%	16%	18%
Brooklyn	200	20	20	20
Manhattan	199	20	16	18
Queens	203	20	34	27
Staten Island	198	20	14	17
Male	496	50%	51%	50%
Female	505	50	49	50
Black	388	39%	39%	36%
Hispanic	349	35	33	35
White	163	16	16	16
Other	99	10	11	13
Ninth grade	278	28%	37%	37%
Tenth	320	32	30	30
Eleventh	209	21	19	18
Twelfth	194	19	15	14
Receive free lunch	501	50%	44%	43%

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